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ABSTRACT

The outcomes of the Faculty Evaluation Project of the Southern Regional Education Board are reviewed. The project sought to promote principles of comprehensive, systematic faculty evaluation. During an 18-month period, the project worked closely with 30 institutions to assist them in developing such programs. Regional aspects of the project, the process of improving evaluation, and conclusions about outcomes are discussed, and case summaries from 30 institutions are presented. The brief descriptions of institutional experiences in the project include reports from two public community colleges, two state-supported four-year liberal arts colleges, two private master's level institutions, and a comprehensive public university in an urban setting. Examples are from Austin College, Austin Community College, Jackson State Community College, Mary Washington College, Mississippi College, University of Arkansas at Pine Bluff, and Virginia Commonwealth University. A report of the project evaluation by Jon F. Wergin, Albert B. Smith, and George E. Rolle is also included. A list of participating institutions, project consultants and resource persons, and references are appended. (SW)

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Improving Faculty Evaluation: A Trial In Strategy

A Report of the SREB Faculty Evaluation Project

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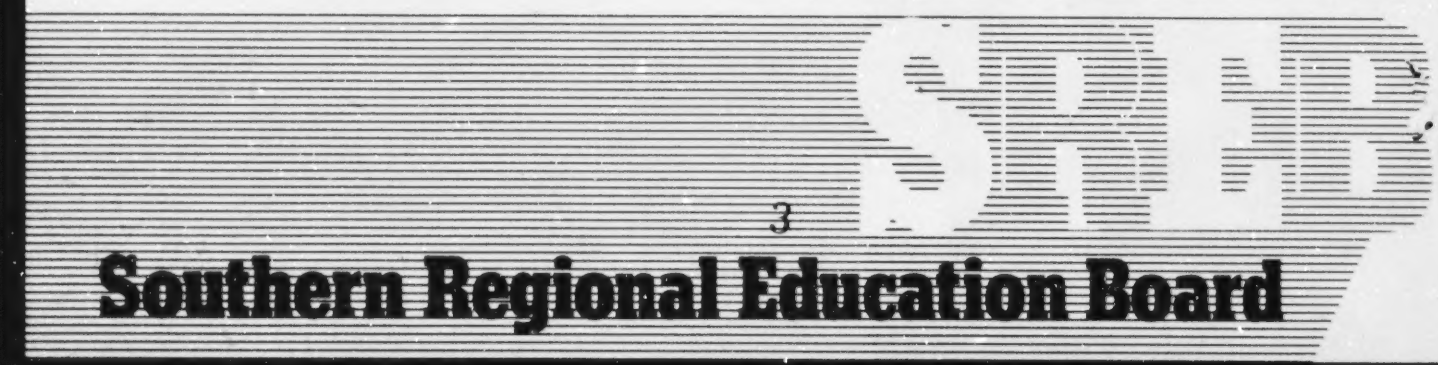
Southern Regional Education Board

Improving Faculty Evaluation: A Trial In Strategy

A Report of the SREB Faculty Evaluation Project

William R. O'Connell, Jr., Director
Steven H. Smartt, Associate Director

130 Sixth Street, N.W. • Atlanta, Georgia 30313 • 1979



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Foreword

Fundamental to efforts in improving faculty evaluation is the question "Why evaluate faculty?" Although this question has recurred many times during the two-year lifetime of the project reported here, it had really been answered at the outset by the title of the initial project publication – *Faculty Evaluation for Improved Learning*. The report proceeds from the assumption that *improved learning* is the ultimate objective of faculty evaluation. It notes, however, that "faculty evaluation programs generally use techniques with no demonstrated validity for measuring progress and success in the area of student learning, even though the area of instruction is reported to be of highest priority for evaluation."

The search for a simple formula which will equitably grade faculty on a quantitative scale focusing solely on contributions to student learning may remain somewhat of a will-o'-the-wisp. This is not because classroom instructional skills cannot be objectively studied and assessed, but because the total learning environment and combination of collegiate experiences which account for a student's intellectual growth are so all-embracing and complex. By the same token, an individual faculty member's responsibilities are both varied and specialized. Academic departments build on a diversity of knowledge and skills by utilizing staff talents across a broad division of labor. The systems of faculty evaluation which are evolving among the 30 institutions of the SREB project described in this volume tend toward the kind of comprehensiveness which can respond to that very diversity of talent.

Demonstrably, faculty evaluation can assess academic personnel in their performance of assignments for which they were hired. But faculty evaluation will continue to be questioned if it is suspected that decisions about promotion and pay increases are made capriciously – without reference to systematic documentation – or tangentially – by reliance upon easily measured variables, such as "inches of journal articles published." However, when faculty are assessed on the qualities for which they were hired and are also rewarded to reflect demonstrated performance in those areas, it may be expected that faculty evaluation will indeed prove a powerful factor in the enrichment of the environment for learning.

The Southern Regional Education Board acknowledges with gratitude the financial support of the Fund for the Improvement of Postsecondary Education and of the Carnegie Corporation of New York for making this project possible.

Winfred L. Godwin
President

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Part I
Project Description

Evaluation is basic to the educational process. Teaching requires that students be evaluated at appropriate intervals. When faculty are recruited, an assessment is made on each candidate's background and capabilities. And, all colleges and universities evaluate faculty – formally or informally, tacitly or openly – for salary, promotion, and tenure decisions, or to identify characteristics in need of improvement.

In spite of this atmosphere of valuing, weighting, and rating, the evaluation of faculty continues to be troublesome and is often the source of associated problems at many institutions, including questions of morale, personal growth and, sometimes, legal complications.

For two years, from mid-1977 to mid-1979, the Faculty Evaluation Project of the Southern Regional Education Board (SREB) sought to promote principles of comprehensive, systematic faculty evaluation. During an 18-month period, the project worked closely with 30 institutions to assist them in developing such programs. This publication reviews what has been learned from this project.

The Faculty Evalution Project was a natural extension of several antecedent SREB activities. In 1975, SREB conducted a survey of current procedures in faculty evaluation at colleges and universities in its 14 member states. Essentially, this survey demonstrated that faculty evaluation is used both for personnel decisions and faculty development. It also showed that evidence for making these decisions was often not gathered in a consistent manner, nor were evaluation system components very comprehensive. An individual system was frequently made up of unrelated procedures. This survey was followed, in 1976-77, with case studies of a dozen institutions, selected for their relatively comprehensive approaches, to produce a more complete description of evaluation policies and procedures.

The Regional Project

In the fall of 1977, two regional conferences were held to promote discussion of the SREB research findings and recommendations, and to encourage participants to consider the extent to which their own programs might be improved through more comprehensive and systematic approaches. Following the conferences, institutions were invited to make application to be among 30 colleges and universities to develop new or revised programs of faculty evaluation, with the assistance of SREB resources. The invitation resulted in 56 applications, from which 30 were selected.

Each application included a statement of the institution's characteristics, its current program in faculty evaluation, the reasons for desiring to participate in the project, and an indication of the internal procedures required for approval and implementation of new policy. Selections were aimed at diversity of institutional types among participating institutions, and a variety of existing levels of sophistication and practices in faculty evaluation. Institutions were judged on the reasons offered for desiring to participate, commitment to the objectives of the project, and potential for broader impact and transferability to other institutions.

A list of the participating institutions is included in the Appendix. The distribution among types of institutions is shown on Table 1.

TABLE 1.
Distribution of Project Institutions

	Public	Private	Total
Two-year	8	1	9
Baccalaureate	3	3	6
Master's	6	4	10
Doctoral	5	0	5
Total	22	8	30

Included among these 30 were five predominantly black institutions, two women's colleges, a technical college, and a comprehensive health science center.

Before discussing the progress of institutions in making improvements, a description of regional aspects of the project is in order.

Regional Approach

The project was an undertaking not only to encourage improvement in faculty evaluation practices, but also to apply a larger framework of organized change to a diverse group of institutions in different settings. Central to the project's rationale was the belief that institutions could benefit from collectively addressing the same issues and using similar change strategies under a regional umbrella which included periodic group experiences and access to similar regional resources while working on appropriate local approaches.

Because this effort was an extension and outgrowth of previous SREB research work, the project resources included a publication which provided a description of evaluation practices in the South, a suggested framework for developing a comprehensive program, and guidelines for institutions seeking to improve faculty evaluation (*Faculty Evaluation for Improved Learning*).

To these printed resources were added several human resources. The SREB Task Force on Faculty Evaluation, which had reviewed staff findings and put forth a set of recommendations for developing a new or revised evaluation program, served as the advisory committee to monitor progress throughout the project and provide suggestions for many project activities, such as programming for workshops and ways to encourage administrative monitoring of progress on the campuses.

The major characteristic of this regional approach was the use of an institutional team as the campus group responsible for local activity. Each campus team included at least two faculty members and one academic administrator. The team concept was used to promote a sense of responsibility and mission that in a committee often rests only with a chairperson. The functioning of the team required that its members have mutual concern for the quality of outcomes and an interdependence through division of labor. In short, the task orientation was central to their functioning.

One benefit of the regional approach lay in potential opportunities to assemble people engaged in similar activities for reflecting on progress and to plan next steps. Three workshops were held at six-month intervals. There was a clear preference on the part of workshop participants for two things: bringing together teams from all schools at the same time and place, instead of holding sub-regional gatherings for geographic convenience; and allowing a major portion of the workshop schedule to be devoted to individual team working time. Teams were frustrated by on-campus difficulties in scheduling time among other demands and, therefore, used the workshops as a chance for marathon-like meetings insulated from interruptions. At the same time, they wanted to be with groups from similar institutions for interaction and the exchange of ideas.

Another feature of the project design was for institutions to supplement the workshop experiences with campus visits by project-sponsored consultants. Each institution was provided with a consultant subsequent to each workshop. With assistance from project staff if requested, teams selected individuals who would be able to provide assistance in accomplishing local goals.

It is of interest to note that schools typically chose as consultants one of the several workshop leaders, probably because of the impression made at the workshop or as a continuation of consultation that was started during the workshop. It seems that one side effect of the workshops was to provide a "showcase" of consultants so teams could "window-shop" for resource persons. A number of the consultations were the result of previous associations quite apart from the project, but it was noticeable that many contacts grew out of relationships initiated at project meetings.

Project staff kept up with substantive and procedural matters at the institutions largely through regular contact with team leaders and especially through visits to the campuses. On occasion, particularly during the later months of the project, the staff took an active role in assessing and developing team commitment to completion of the task and planning longer-range objectives. In addition to team dedication, faculty and administrative support for the team's efforts were viewed as critical factors to see to fruition what the team had initiated. In some instances, staff were able to recognize simple, yet significant, oversights in the approach taken and to suggest action to strengthen the likelihood of success.

Although each team defined the faculty evaluation needs of its own institution, the project provided numerous occasions for teams to review their goals and plans for working toward them. At each workshop a "team plan" was developed and left with project staff. The plan was a written statement of the *status quo*, plans for revision of campus evaluation programs, relevant resources and obstacles, and an indication of expected progress for the following year or more. Between the first and second workshops – in April, 1978 – teams provided a progress report, indicating the current status of their plans, any critical or significant project events, and remaining agenda items.

It seemed appropriate that the project itself be thoroughly evaluated. The final section of this report describes the evaluation approach used and its findings; worth mentioning at this point is the influence which requirement for frequent evaluation of activities had on the teams. In addition to participants regularly recording their own impressions and reactions, project evaluators interviewed team leaders during workshops, and 15 of the campuses were chosen at random for one-day intensive site visits by an evaluator. Those visits provided the opportunity for the evaluators to interview numerous people and observe at first hand the project's impact and outcomes.

Action in the Institutions

Fundamental to improving faculty evaluation is the question "Why evaluate faculty?" This seemed to be a recurring question asked of many project teams. The efforts and resources required to commit an institution to comprehensive, systematic faculty evaluation are in most cases substantial. Thus, even when faculty are open to the need to improve evaluation at the outset, there is a tendency to question whether the results and benefits justify the process.

Responses to the question, "Why evaluate?," come in many forms though generally they can be classified two ways. Some are grounded in a sense of professionalism by the individual faculty member, while others reflect a more practical orientation of administrators. The former group includes rationales which state a need for improved faculty effectiveness, and is found in many institutions which do not have merit pay, rank, or tenure. This point of view can be summarized:

(a) Faculty should desire to know how well they are fulfilling their roles from the standpoint of various observers and participants;

(b) Evaluation can and should be seen as a basis for improvement rather than as a threat;

(c) There should be a sense of personal satisfaction in knowing how one performs professionally even in the absence of economic motivations.

The more pragmatic rationale for an institution to become involved in a serious effort to improve faculty evaluation may arise from one or more sources. One of these has to do with legal considerations, which are very important today. There is a basic need for regular evaluation as part of compliance with federal regulations for equitable, nondiscriminatory personnel judgments that will be defensible in a court of law. For those reasons or others, institutional governing bodies have sometimes directed that a system for faculty evaluation be developed. In other places, such as in some newer community colleges, a tenure system is just being developed and some see a need to lay the groundwork for better information to be used in making those tenure decisions.

Dissatisfaction with an existing evaluation system is perhaps the major reason most institutions desire improvements. Several applications to the SREB project described existing programs which faculty and administrators recognized as inadequate, producing a desire to work toward more useful approaches and practices. Other significant factors were defined during the course of the project as conditions which were antecedent to beneficial participation. These included administrative support, faculty commitment, trust between and among faculty and administration, desire for change, desire for progress, and financial and human resource commitments.

The Process of Improving Evaluation

The project design provided for several "built-in" activities and procedures which aided the process of change on the campuses. Participating teams and their institutions were at liberty, however, to undertake other activities and develop other procedures appropriate to their local plans.

The programmed activities, while allowing flexibility, were intended as a sequence of events that would help teams set a course, maintain progress, and respond to a number of checkpoints along the way. Perhaps most significant in terms of interaction within and among teams were the three regional project workshops.

The teams were asked to meet on their respective campuses prior to attending the first project workshop to discuss their understanding and perception of existing faculty evaluation practices at their institutions. In particular, teams (a) considered what aspects of their current systems were worthy of continuation or extension, (b) listed negative or problematic aspects of the existing programs that should be eliminated or avoided, (c) identified things that could be done to improve the programs, (d) estimated available resources to help bring about these improvements, and (e) listed obstacles and barriers that could hinder progress.

This preliminary meeting helped the teams prepare to make full use of the project workshops for campus teams which were held in January and July of 1978, and January, 1979. As noted earlier, these meetings provided concentrated time periods for teams to devote considerable attention to their self-designed tasks; opportunities for exchanges of ideas, problems, solutions and progress among teams; and consultation with outside experts who could assist with various problem areas which the teams were addressing. While the semi-annual workshops were in large measure self-directed by the teams, the three meetings did provide a sequence of topics, from initial goal setting and needs assessment in the first gathering, to a progress check and reassessment in the second meeting and, finally, an emphasis on maintaining momentum and planning for implementation during the last workshop.

The first workshop ended by having each team prepare a written plan which answered the following questions:

a. What are the goals and objectives you feel are appropriate for faculty evaluation at your institution?

b. What aspects of your present system contribute to these goals and objectives?

c. What are the obstacles that hinder achievement of these goals?

d. What changes do you propose to better achieve these goals and objectives?

e. What are the steps to be taken toward this end during the next six months, 12 months, and 18 months?

f. What kinds of assistance from the SREB project staff and outside consultants will you need for campus-based planning between now and the next workshop?

The second workshop provided opportunities for participants to summarize for one another their activities, problems, and successes, and to hear presentations and participate in discussions on peer review, evaluation for development, appropriate uses of different kinds of evidence, and making a comprehensive evaluation system work. A final workshop for team members emphasized the planning of implementation strategies and allowed for discussion of ways to institutionalize change; the roles of students, faculty, and administrators in evaluation; the evaluation of faculty development programs; and the construction of evaluation instruments. Teams were asked to think about the extent to which their original plans had been accomplished and who would be primarily responsible for seeing the plans to completion.

Within a six-month period following each workshop, teams were provided project consultants for one- or two-day visits to help further refine or take action on team plans. Consultation activities took various

forms: meeting with team members, making presentations to faculty senates or committees, leading workshops, or developing support from certain sectors of the faculty or administration. In most cases, the focus of the consultation was on the team's immediate plans and next steps to be taken to continue progress.

A review of the modes of operation used by teams provides an interesting array of approaches to the change process. The use of a team as a change agent was the core of the project strategy, but teams at the 30 institutions found varying ways to carry out this purpose.

Early in their work, a noticeable number of the teams sought to extend their base of contact and support on campus. Some expanded their membership to be representative of academic divisions in the institution. Some teams added a few people as equal members and rotated attendance at project workshops, others expanded membership but kept the initial four appointees as the core group, some arranged for an advisory committee to meet with the team, while still others used a subcommittee structure with a team member as chairperson of each subcommittee, thus providing a division of labor and responsibility for different assignments.

Communication on the campus was a critical activity of teams. In fact, some found frequent and open reporting and gathering of opinions and information to be a satisfactory alternative to team expansion. Traditional avenues and means of two-way communication were employed. Many teams needed information about campus attitudes and perceptions of current faculty evaluation activities and preferences for changed evaluation programs. Such information was typically gathered through surveys and interviews. Reporting back to faculty about project objectives and team efforts was accomplished through reports to faculty senates or general faculty meetings. Periodic memoranda and newsletters were also useful in many places.

Intervening Circumstances

Not surprisingly, teams found during the course of the project that unexpected influences or occurrences could have an impact on their progress and on the design of their new programs.

The amount of time and human energy required to develop a new or revised program of faculty evaluation far exceeded the expectations of most participants. This realization had many dimensions. Not only was it time-consuming to meet on a regular basis and complete various tasks, but cautiousness was required to bring about understanding and endorsement of plans by constituencies. Further, in spite of the information available in project documents and the general literature, as well as admonishments from consultants, most teams seemed to find it necessary to "re-invent the wheel" to an extent. In some instances, this seemed justifiable; for example, some teams needed to arrive at their own conclusions about basic principles of faculty evaluation and the change process.

Added to these inherent time requirements was the unexpected opposition that confronted some team efforts. Most teams anticipated a mild degree of reluctance on the part of faculty, only to be surprised at the intense level of resistance. One reason for such opposition was faculty curiosity about perceived sacrifices and benefits of evaluation. More simply stated, the question was often one of "Who wins?" Communication and increasing involvement often helped to gain acceptance. On occasion a consultant was invited to the campus to present a concept and defend its legitimacy, only to be greeted with extreme hostility on the part of the faculty. After using an outsider as a "lightning rod," so to speak, (as one person put it, "taking him off the agenda and putting him on the menu") faculty were frequently quite agreeable when the same ideas were advanced a few months later.

Unexpected personnel changes, either on the team or in the administration, greatly affected progress. One institution's progress suffered due to delays caused by a vacant period between two executive vice presidents, a presidential search, the appointment of a new academic vice president, and a new assistant academic vice president who became a principal figure in the work. At a few project institutions, financial pressures were particularly great. Unanticipated freezes on salaries or tenure and directives for immediate staff reduction imposed additional constraints on progress. In some places, plans often led to the unexpected production of new forms and needs for computer programming or use of optical scanning hardware.

Key administrators had a profound impact through their accessibility, commitment, or publicly-stated support of the team's activity and goals. For several public institutions, state-level (or district-level) policy changes relative to personnel matters or faculty affairs were factors that affected progress.

Typical Procedure and Results

The extreme amount of time required to develop and implement comprehensive, systematic faculty evaluation resulted in the completion and implementation of fewer new programs than had been expected among participants during the 18 months. At project's end, many outcomes are still tentative, or at least are not in full bloom, but most programs have been developed or are in some trial period of implementation. Another section of this report has selected case summaries as illustrative examples of what has been accomplished. However, the next few paragraphs provide a summary of typical accomplishments among the 30 participants. While this does not reflect the experience of a single institution, it is a composite "scenario" of what typically took place.

The average institution came to the project with a history of a loosely applied faculty evaluation program. The main component was a student rating form developed locally within the past five years, but most people could not recall when it was first used or even if it was still in use institution-wide. Also, more significant, no one was sure what it was used for. Another component of the earlier system was a self-evaluation (actually a self-report) in which a faculty member listed all of his or her responsibilities and activities in courses, committees, publications, community service, and other activities. Also, each faculty member was evaluated by the department head on the basis of a self-report – and little else except personal observations.

The institution originally had applied for participation in the SREB project to make the procedures more useful in providing feedback to faculty and for gathering information on which to base personnel decisions. The team appointed for this purpose came to the first workshop with mixed feelings. The members felt the present system was inadequate, but they were not sure how to overhaul the program. The meeting helped them see that a dual-purpose system was needed, i.e., a program to lead to faculty development activities and also provide a basis for salary, promotion, and tenure considerations. Nonetheless, an uneasy skepticism persisted about seriousness of the administration's support for an improved, open evaluation program. Some thought that the ground rules would be changed on the surface and, in actual practice, nothing the team could do would change the way decisions were made.

The first impulse was to develop new forms right away. If student ratings are to be used, why not get started on finding the right form with the right questions? But this tendency soon gave way to a realization that former mistakes were at the point of being made again, and that consensus about purpose must be developed if the changes were to be meaningful.

After this initial period of settling down, the team realized that basic strategies of the change process should not be ignored, even with an outside sponsor to help legitimize the team's activities. Therefore, to broaden its base, the group was expanded from four to nine members, with new appointees coming from academic units not represented by the original members. The next task was to conduct a campus-wide survey of faculty. The questionnaire asked for reactions to the current evaluation, indications of what was needed to improve the program, and attitudes toward using certain new techniques, such as peer ratings of instructional materials and classroom observation. Responses were not encouraging and represented only about 60 percent rate of return.

After a lengthy deliberative process, interrupted by exams and grade reports, a summer session, and other calendar demands, the team was ready to propose to the faculty a blueprint. The proposal called for a statement of purposes, a definition of the kinds of activities (e.g., teaching, research, service) that would be evaluated, the sources of information (self, students, peers, and supervisors), what would be asked of these sources, and how the information was to be used. Further, each faculty member would be allowed to select, in conference with the department head, the relative weight each activity would count in his or her own evaluation, and within each activity, the weight of each applicable source of information.

After endorsement by the faculty, the next task was to develop necessary forms and procedures. The student rating form was prepared by asking each faculty member to recommend questions that could be asked of students about class instruction. The suggestions were culled for common themes and a balanced array of areas was covered in the initial version. With other forms prepared in similar fashion, the "go ahead" was given for a trial run for the next academic year. The results were not to be used for any purpose other than self-improvement and testing of the system. Finally when the program is found generally acceptable, it will be in use for full implementation and serve as a basis for personnel decisions as well as professional development.

In this typical situation, the members of the project team have learned a number of things from the process of revising faculty evaluation. They now have a better understanding of campus attitudes toward evaluation, of strategies for bringing about change (including political considerations), and of practical matters relating to accomplishment of a specific task. Participants in the project reported specific lessons learned from this experience; the following statements are among the more interesting:

Most faculty are unaware or unconvinced of the improved state of the art in faculty evaluation and development.

General apathy and institutional inertia are among the most difficult barriers to overcome.

It is best to develop the new program incrementally, one component at a time (student ratings, then peer ratings, etc.).

It has proved expedient to begin development in areas where faculty show an interest.

Instruments should be developed locally, with contributions from as many people as possible.

The status and authority of the team are critical.

Administrative support is essential.

Increased knowledge leads to increased support.

Most faculty are uninformed about the *status quo* regarding faculty evaluation on their campus.

The process of revision is as important as the substance of the revision itself.

Conclusions About Outcomes

What generalizations can be made about the way in which these institutions have approached the task of improving faculty evaluation? It would be misleading to suggest that all or most teams had similar experiences. However, certain conclusions about the process and outcomes can be drawn from working with the different groups.

One point is worth stressing initially, because it was significant to many teams early in their deliberations. The need to define purposes at the start of the process was often overlooked. Most teams had to lead their institutions through a decision about whether faculty evaluation was to serve a formative function (for faculty improvement and self development), a summative function (for making personnel decisions), or both. Achieving a consensus about purposes is absolutely essential because so many procedures in faculty evaluation are dictated by the purpose(s) they are to serve.

Another conclusion, building on the first one, relates to the sequence in which many of the new or revised programs were developed. After attempting agreement on purposes, the steps that followed dealt with deciding on the faculty activities to be evaluated, how to evaluate them, and what was to be done with the results. A host of related questions grew out of these decisions. Among them were: What about faculty with different roles or assignments, e.g., teaching faculty, research faculty, laboratory faculty, or arts faculty? Can the procedures allow for emphasis of one source of evaluation information over another? How can objective criteria and standards be invoked to measure subjective behaviors? The procedures and methods designed by the institutions grew out of the way in which they decided to answer those questions in the context of the local setting.

The most common source of information used for faculty evaluation among the participating schools was student ratings of instruction. This was usually complemented by an evaluation by the department or division head (i.e., the immediate superior) and a self-report or self-evaluation. Another source of information was from colleagues, usually based on a review of course materials. Because the benefits of peer visits to other's class sessions are found to be best for informal constructive criticism, few schools have built-in visitation requirements, but instead many propose it as an available option.

A problem arose in some instances from the adoption of a rating form from another institution or from widely marketed "packages" with available norms and analysis procedures. The faculty responses to the importation of an evaluation instrument from somewhere else were usually along the lines of "it may work there, but it won't work here," or "that's not our form and those questions don't apply to us." In short, it became convenient, rightly or wrongly, to reject "foreign" forms on surface issues alone. It should be added, however, that some project schools successfully incorporated outside forms by careful adaptation. A more preferred and politically expedient method was local development with input from all concerned. For example, an invitation to submit possible questionnaire items resulted in several good suggestions and made faculty feel a greater sense of ownership in a local form that could then be tested for validity and reliability.

Another feature common to many programs at project institutions was flexible description of faculty roles. Instead of requiring, for example, faculty to be evaluated equally on teaching, research, and service, or with specified relative weightings of one-half, one-fourth, and one-fourth, respectively, faculty members, in consultation with the department head, may determine the appropriate assignment and relative value for evaluation to reflect the individual's assignments or actual work effort. One project institution developed eight faculty functions and ranges of percentages (minimum and maximum) that may be elected or negotiated for each individual in the assignment and evaluation of duties.

Building further on this concept, a few institutions also are permitting faculty to elect relative weightings for the sources of information within each faculty function. That is, if a faculty member is to be evaluated in part on teaching performance, and the sources of input are to be students, peers, and the department head, these three sources may be assigned, in advance, values of 60 percent, 20 percent, and 20 percent, respectively. But, as indicated earlier, defining explicit standards for various faculty functions or activities was troublesome for most.

One component basic to virtually every plan was an emphasis on advancement or consideration of faculty development. A strong relationship between evaluation and development was, therefore, acknowledged in varying degree among the resulting plans. In some cases, an incremental approach is being employed, whereby the evaluation program is to be used only for professional improvement purposes at first, but eventually may lead to a more summative application.

A relationship more difficult to define, or harder still to use for decision-making, is that of faculty evaluation and student learning. Several teams gave this matter some attention, perhaps because of the emphasis of the project's philosophical stance that improved faculty evaluation leads to improved instruction, which in turn means improved student learning. Moving beyond these presuppositions to demonstrable and feasible application is yet to be accomplished.

The previous examples and conclusions represent a composite of findings presented for the sake of generalization and illustration; participating institutions did prepare case summaries of their experiences which provide instructive reading. The following section of this report presents a few of these cases to serve as examples of the project experiences.

Part II

Institutional Examples: Case Summaries

The 30 institutions in the SREB Project represent as many examples and approaches. Although some cluster with others in terms of approach, emphasis, or outcome, it is difficult to present a limited number of case summaries which adequately illustrate these various experiences. Even though each of the 30 can provide some useful insights, only seven case summaries are presented by way of illustration.

The following brief descriptions of institutional experiences in the project inlcude reports from two public community colleges, two state-supported four-year liberal arts colleges, two private master's level institutions, and a comprehensive public university in an urban setting. The reports are presented in alphabetical order.

Austin College
Sherman, Texas

Austin College is a liberal arts institution affiliated with the Presbyterian Church, United States. The full-time faculty numbers over 90, and the campus enrolls nearly 1,200 students.

The faculty evaluation system in use at Austin College in 1977-78 was described in the November 1977 application to this project as follows:

> Faculty evaluation occurs within the Career Development Program, the means whereby the faculty member's professional development needs are coordinated with the institution's programmatic and other needs. Career development procedures begin with the faculty member's writing a plan that includes a description of his or her role and responsibility at the college, specific goals for professional development in the next four years, and means for implementation. Often the plan is accompanied by a request for college grant funds to put the plan into action. The faculty member works with his or her career development advisor, usually a divisional dean, to design the plan in detail, and may consult a qualified career development counselor made available by the college. The individual's plan is coordinated with the college's priorities, schedules, and ability to underwrite parts of the plan. Once each year the faculty member reviews the plan with his or her divisional dean and revises it as necessary. An essential element in the career development program is evaluation, and two categories are used: (1) self-development (formative) evaluation, and (2) performance (summative) evaluation. Each has its own purposes and procedures.

Members of the Austin College project team were Charles Barr, Professor of Chemistry; Dan Bedsole, Dean of the College; Carol Daeley, Associate Professor of English; and Virginia Love, Coordinator, Career Development Program.

> The purpose of *self-development evaluation* is to improve the person's competencies, skills, and habits and to maintain strengths in those areas where considerable skill and expertise have already been achieved. Because the focus is on providing constructive help for the individual rather than simply evaluating the person, the faculty member decides what is evaluated and how, including who provides the information.
>
> The purpose of *performance evaluation* is to obtain adequate information about actual performance in all areas of involvement so that fair administrative decisions can be made relative to salary increases, tenure, promotion, etc. . . . Major performance evaluations occur when the faculty member is considered for promotion or tenure, during the second year for a new faculty member, and thereafter at least once every four or five years. Information comes from students, peers, the faculty member being evaluated, and other appropriate persons. Although major performance evaluations occur only at the time specified, performance evaluation does involve a continuing process to collect data at least yearly.

The major improvements sought during the project were described as follows:

> Austin College needs to improve the evaluation features of its Career Development Program, particularly the self-development evaluation. . . . Specifically, the faculty member needs a wider variety of means of self-evaluation, knowledge of evaluation methods that are unique to his or her discipline, and understanding and commitment to the need to carry on evaluation continuously and make adjustments along the way, not just at the end of a year or a longer period of time. Performance evaluation is working moderately well, though some adjustments may be needed here, too, such as having the student questionnaire completed on a selective basis rather than for every class, and adjusting the weight given to the several elements of performance evaluation. Better meshing and relatedness of the uses of self-development evaluation and performance evaluation are also required.

Work of the Project Team

The team began its work by outlining the tasks suggested at the first SREB workshop. At that time goals and objectives were also developed for the project, and strategies were devised for involving others in the development of the college's evaluation program. After returning to campus, the team initiated an ongoing process of faculty involvement by holding a series of meetings with the president, the Educational Program Advisory Committee, the Career Development Advisory Committee, and the faculty. As work progressed during the next year and one-half, a serious effort was made to communicate every phase of the development of the program to the faculty.

One of the initial objectives undertaken by the team was the identification of the elements in a total program of evaluation at the college, and to coordinate and rewrite where necessary all institutional statements about evaluation in policy manuals. It was soon discovered that, although evaluation was being carried out on campus in many areas, there was no written statement of the college's philosophy of evaluation. This omission has been corrected by the team and revisions made of evaluation statements in the college policy manuals.

Early in the team's review of the Career Development Program, the need for a revision of the "Student Feedback on Instruction" instrument, then being used on a college-wide basis, became evident. With the help of a consultant, the team faced up to the need to develop a completely new form. Preparing a new student feedback instrument was substituted as a prime objective to be achieved by the team.

In a May, 1978 college workshop, a series of sessions on various aspects of an evaluation program were presented. These included peer evaluation, student evaluation of faculty, Career Development as a support system for improvement of teaching, use of other questionnaires in self-development evaluation, and evaluation feedback from administrators. Discussion in these groups served to emphasize the difficulties in communication and the concerns of faculty over use of peer evaluation.

The team's decision to concentrate its efforts on the form for student feedback on instruction was supported. In a fall workshop on campus in late August, 1978, faculty were asked to assist in the selection of items appropriate for such an instrument. After much work, a new form was ready for administration on

an experimental basis at the end of the fall term. The results were given to the individual faculty, but not to divisional deans. Thus, while the instrument was being validated, it was not used for performance evaluation purposes. Essentially the same version of the instrument, with modified scales for certain items, was administered again in May, 1979. During the summer of 1979, an analysis of all questionnaire items was completed and a final form will be ready to be used for performance evaluation in the fall of 1979. This effort on the part of the Faculty Evaluation Project team appears to have gained strong faculty approval, probably in large measure because the faculty were directly involved in formulating the instrument and were kept informed of progress.

New procedures were adopted for the uniform administration of the new student feedback instrument, using students in the teacher education program. The new instrument will be used in one class of each instructor instead of in each class, as was the case with the old form. These changes in the method and frequency of administration of the instrument were considered critical. Some faculty had difficulty accepting the need for administration of the form to be carried out by others rather than by themselves, as had been the practice for several years.

An open faculty meeting was held in early May, 1979 to discuss peer evaluation and other forms of performance and self-development evaluation. It is hoped that by May, 1980, all revisions of the faculty evaluation system will be ready for implementation.

Another objective implemented early in the fall of 1978 was a new approach to orientation of new faculty. This program has been well received by faculty and other members of the college community. One additional session was held at the end of the academic year to discuss the Career Development Program with new faculty members.

The work of the project team was expedited by sending members to several national conferences centering on faculty evaluation and by using several excellent consultants.

Critical Phases of the Process

The difficulty in communicating the process and/or plan for faculty evaluation was recognized early as a critical phase of the project team's work. Opportunities given the team to assist in planning special faculty meetings and workshops have helped in the process. It was seen, however, that communication on a one-to-one basis is most effective in insuring mutual understanding.

A second critical step was the decision to develop an entirely new form for student evaluation of faculty. Asking faculty members to help select items for the questionnaire and seeking their comments on the process proved helpful in gaining faculty understanding and approval of the final instrument. Questions from individual faculty were answered on an informal day-to-day basis, thus helping in the communication process.

The fact that the Austin College administration is assuming that the work of the team will be continued beyond the scheduled end of the SREB project allows the additional time needed for planning and communication. The team feels that each aspect of the program must be understood and accepted in order for the total program to be effective.

By June 1, 1979, statements concerning peer and formative evaluation had been shared with the faculty. Administrators will have an opportunity to review new guidelines for performance evaluation and will have received training in use of information resulting from student evaluation of faculty. Means of evaluating core courses, laboratories, and studio courses are currently being studied and guidelines have been drafted.

The Career Development Program was studied by the team, resulting in a new approach to the role and selection of career development advisors. The guidelines providing help to individual faculty in the formulation of career development plans will be rewritten. The method of administering Career Development Implementation Grants has also been changed.

Overall Results

Evidence is beginning to emerge indicating that faculty are using the results of evaluation in planning their career development programs. To date, only the student evaluation information is being widely used, but it is expected that each phase of evaluation will be utilized more widely in the future. For example, one career development advisor reports that four of the seven faculty who recently wrote or updated their plans made use of such self-development evaluation.

By spring 1979, it was evident that the project team had turned the corner in its attempts to produce widespread acceptance and support for the changes already made and those anticipated in the faculty evaluation system of the college. This was recognized by a visiting team studying faculty development in a project of the Association of American Colleges and also by an evaluator for the SREB Project.

Austin College is committed to the belief that an evaluation program is developmental and that any program must be open to improvement. The goal is not to develop a set program for evaluation which will not be modified but, rather, to provide a flexible structure for effective evaluation, using a diversity of approaches.

Austin Community College
Austin, Texas

Austin Community College (ACC) had its beginning in 1973 as a state-supported comprehensive community college. Currently, nearly 10,000 students are enrolled in degree and certification programs. The college employs over 700 full-time and 275 part-time faculty.

As a new college, ACC did not have a comprehensive program for the evaluation of either full-time or part-time faculty. Upon acceptance into the SREB project in December, 1977, the president appointed three instructors and one institutional administrator as ACC participants. This group formed the nucleus of a larger 13-member (faculty and administrator) College Evaluation Team. What follows is a case summary of efforts in developing and implementing a college-wide faculty evaluation program.

Plans for the Project – An Overview

The fact that the institution had never had an evaluation program was both an advantage and a disadvantage. An advantage existed because there were no precedents, nothing to *undo* before building, and there was very little faculty resistance. A major disadvantage was the immensity of the task.

In general, our goals and objectives were:

- To develop faculty and administrative support for a faculty evaluation program;
- To create competency criteria, including related standards and evidence;
- To create an evaluation model, related procedures, and instruments;
- To create a faculty development model and procedures for self-renewal;
- To create a decision-making model for multiple-year appointments;
- To define an instructional philosophy; and
- To incorporate a faculty portfolio into the evaluation system.

This was to be a comprehensive plan which would include the evaluation of all full-time and part-time faculty, including instructors, counselors, and librarians. It was, moreover, to include ratings by students (where applicable), by supervisors and peers, and a self-evaluation. All of this necessitated a great diversity of instruments. Since Austin Community College offers instruction by faculty and supervisors located at many different sites, the logistics of defining a procedure which would maximize consistency was also a challenge.

The Austin Community College project team included Donetta Goodall, Department Head, Vocational Nursing; Grace M. Olfs, Coordinator of Curriculum and Instruction; Keith Owen, Department Head, Human Development; and Gilmore Williams, Department Head, Photographic Technology.

In spite of the magnitude of this undertaking, we were able to design instruments for all of the above groups, with the exception of ratings by peers, and to conduct our first official college-wide evaluation of full-time faculty in the fall of 1978, and of part-time faculty in the spring of 1979. Even so, there still remains much to be done regarding the formative and summative uses of evaluation.

Rationale

There were two factors which provided some immediacy to our project. One was the fact that the college Board of Trustees had, in January, 1977, approved a policy for multiple-year appointments of faculty which is heavily dependent upon faculty evaluation. The second was the fact that the college was being considered for full accreditation by the Southern Association of Colleges and Schools in 1978, and we were quite certain that we would be expected to have a faculty evaluation plan in progress.

Since the faculty was anxious to have the multiple-year appointment policy implemented, most were in support of initiating an evaluation program. There was, however, a problem with the concept of peer evaluation; the faculty had resisted this component in the design of the multiple-year appointment policy. The evaluation team also had difficulty in identifying how peers should be incorporated into the plan. Furthermore, consultation with personnel at other colleges confirmed our feelings that peer evaluation was problematic. As a consequence, we were never able to incorporate – or at least up to this point have not been able to incorporate – peers into the evaluation process, in spite of the fact that the Board of Trustees had specifically requested that they be included.

Shortly after beginning work on the evaluation program, the college hired a full-time staff member whose prime responsibility is faculty development. This enabled planning for linkage between faculty evaluation and development with some degree of confidence.

Although a college-wide evaluation of full-time and part-time faculty was conducted in 1978-79, it was recognized that evaluation is an evolutionary process. For it to be effective, it will have to be extended and periodically reviewed and refined.

Critical Steps in Development

At the outset (January, 1978), the college had no evaluation instruments. The first student, self, and supervisor rating forms were designed from instruments collected from other institutions. These were refined after expansion of information at the first SREB workshop and after soliciting faculty reaction.

In April of 1978, a pilot evaluation of full-time faculty applied the revised instruments. In compliance with the request of the Faculty Association, data collected through the student rating forms were submitted only to the instructor concerned. Procedures necessarily were adjusted for this pilot. No records of the results of this first evaluation were kept by the college.

In June of 1978, an SREB consultant conducted a workshop with 34 volunteer faculty members participating in development of criteria, standards, and measurements for evaluation. This was a highly successful workshop, the results of which were sent to all faculty for their reactions and additional suggestions.

All instruments were then redesigned, using only the criteria established by the faculty. The instruments (student, self, and supervisor) designed for the Arts and Science faculty became the basic instruments, since their criteria were also identified by all other instructional units. The Allied Health and Vocational-Technical divisions, as well as departments whose courses involve field experience, added criteria unique to their divisions or departments. Instruments for counselors and librarians were unique to their responsibilities.

In the fall of 1978, the first "official" college-wide evaluation of full-time faculty was conducted. For the most part, it went well. Although the team met with the supervisors beforehand, problems in interpretation and in interpersonal skills did arise, and steps are being taken to minimize these problems in the future. The reaction in several departments, however, was very positive. One director reported, "The process of self and supervisor rating has been a big boost to our staff development." Most faculty and administrative reaction has been informal to date, although there are plans to conduct a survey for faculty reaction and input.

Shortly after the evaluation of full-time faculty was underway in the fall, attention focused on the design of instruments and procedure for the evaluation of part-time faculty, and their evaluation was implemented in the spring of 1979.

Early in April, 1979, an SREB consultant conducted a workshop for the purpose of: 1) clarifying the relationship of faculty evaluation and development and 2) focusing on the creation and implementation of a development program. Twenty instructors and administrators attended. Again, the workshop was highly productive. An impressive list of ideas and projects was compiled of which five were identified as immediately possible. Task Force committees were formed to begin work on 1) planning for training sessions for supervisors, 2) incorporating a faculty portfolio in the evaluation process, 3) compiling a list (and later a manual) of faculty development resources – particularly as they relate to evaluation, 4) clarifying the summative and formative aspects of evaluation, and 5) establishing an instructional philosophy. Numbers 2, 3, and 4 are initial steps in working toward faculty growth contracts.

In February, 1979, a new position of Coordinator of Program Development and Evaluation was filled. Still to be defined is the relationship between faculty evaluation and program evaluation – both of which should have a direct impact on student learning.

The fact that we accomplished as much as we did in the first 15 months is due, in part, to our participation in the SREB project. The three workshops helped to define goals, to plan tasks over each six-month period, and to report on progress. In addition, there were many resource people available at these meetings, and the exchange with participants from other institutions was also beneficial. The two workshops conducted on campus by SREB consultants were invaluable. Participation in the project and the development of an evaluation program extended our perceptions of what is necessary to maximize the effectiveness of the system.

Jackson State Community College
Jackson, Tennessee

Jackson State Community College, an institution of the State University and Community College System of Tennessee, is a state-supported, comprehensive community college. The college has 75 full-time faculty and 50 part-time faculty serving 2,500 students.

System Development

Commitment of administration and faculty to such a major effort as developing a comprehensive faculty evaluation system resulted from a combination of negative faculty experiences with the "in-house" developed method of evaluation that was in use, introduction of an alternative, and motivation on the part of the administration and faculty to change to this alternative approach. Lending urgency to the change was the standing policy of the State Board of Regents (the governing board of the college) that merit must be a component in decisions regarding promotion, tenure, and salary.

The events that led to the introduction of a new concept of faculty evaluation were not preplanned. However, these events led to formal planning and, in retrospect, were essential to system development. The sequence of major events that occurred over the two-year period of development and implementation of the new system are outlined below.

Change in academic leadership. One of the first responsibilities faced by the new Dean of Academic Affairs upon his arrival in January, 1977, was the application of the recently completed faculty evaluations. Comments by individual and small groups of faculty relative to faculty evaluation were repeatedly negative. Criticism frequently focused on the irrelevance of many of the criteria then used and on the lack of information by students, faculty, and supervisors to respond to many of the criteria. It was the general conclusion of faculty and the dean that the existing method of evaluation should be improved.

Team members from Jackson State Community College were a sub-group of the college's Faculty Evaluation Committee. They were Jimmy E. Chumney, Associate Professor of Physics; Robert A. Harrell, Dean of Academic Affairs; Benna Kime, Assistant Professor of English; and Orville Williams, Associate Professor of History.

Introduction of alternative approach to student evaluations. A consultant was invited to address the faculty on the usefulness of student evaluations in improving college teaching. The consultant was one of the developers of the Course/Instructor Evaluation Questionnaire (CIEQ) and introduced that instrument as one means of gathering evaluation information. There was a general consensus of the faculty that such a nationally proven instrument had the advantage of providing interpretive data for instructional improvement and was far superior to the instrument which had been developed by the college.

Introduction of draft of comprehensive faculty evaluation system. In summer 1977, the dean wrote the first draft of a comprehensive faculty evaluation system. This draft was developed under the presumption that the concepts and procedural steps involved were an extension of previous discussions and would be generally agreed upon by the faculty. This draft was presented as the key agenda item at the in-service faculty meeting for fall quarter, 1977. The draft incorporated the CIEQ method of student evaluation of course/instructor and introduced, for the first time, a comprehensive system of faculty evaluation. Only minor modifications, primarily in the area of peer evaluation, were suggested by the faculty. An important role was played by the consultant in his support of the draft, as well as in his discussion of the merit of a comprehensive approach to evaluation.

Commitment of faculty to a comprehensive faculty evaluation system. In addition to the in-service meeting involving the faculty as a total body, the dean met with the faculty in each instructional division to discuss the model. Each division agreed to support the development of a comprehensive faculty evaluation system.

Implementation of faculty committees. To establish effective communication within and across instructional divisions, four-person committees were selected from within each division, and a college-wide committee was established composed of chairmen of the division committees, a representative of the Faculty Council, and a division chairperson. Committees were charged with the following responsibilities:

Division Faculty Evaluation Committee

1. To serve as committee for peer evaluation of division faculty syllabi;
2. To serve a liaison role to division faculty and the college faculty evaluation committee in matters concerning evaluation;
3. To assist college faculty committee as requested.

College Faculty Evaluation Committee

1. To coordinate procedures for the annual implementation of the comprehensive faculty evaluation system;
2. To evaluate the effectiveness of the system;
3. To recommend modifications of policy and procedures to the dean.

Participation in Southern Regional Education Board Faculty Evaluation Project. In November, 1977, SREB called for proposals from colleges and universities within its 14-state region to participate in an SREB-sponsored faculty evaluation project. Jackson State's proposal was accepted and participation began in January, 1978.

The SREB publication, *Faculty Evaluation for Improved Learning*, served as the reference for the scope of the SREB project. Coincidentally, this report provided an excellent overall statement of Jackson State's intent in November 1977, and remains today an important companion document to the comprehensive faculty evaluation system developed by the college.

Participation at the three SREB workshops assisted the four-person team representing the college in maintaining a perspective on the college's progress. Workshop participation invariably produced a feeling of confidence, as the accomplishments by Jackson State appeared to be further along relative to other colleges developing a comprehensive system.

Writing of comprehensive faculty evaluation system document. The writing of policies and procedures that are incorporated as a system document followed almost without exception the following sequence of steps:

1. Reaction of the faculty to different sections of first draft of model;
2. Discussion of response and related input by committee members and dean;
3. Writing of section of document under discussion by dean;
4. Reaction by college faculty evaluation committee;
5. Review of the total document by the college faculty evaluation committee and the division chairmen in conjunction with the dean;
6. Explanation of completed document as part of an in-service meeting in September 1978;
7. Implementation.

FIGURE A
Comprehensive Faculty Evaluation System
Jackson State Community College

SOURCES OF EVALUATION	Student	Self, Peer	Self, Division Chairman						Self, Supervisor
AREAS OF EVALUATION	Course/ Instructor	Syllabus	Materials Development	Student Advising	College Service	Community Service	Professional Achievement	Faculty Development	Administration
TYPES OF ASSIGNMENT:									
Instructor	30-50%	10-30%	0-10%	0-15%	5-20%	0-10%	0-10%	10-30%	None
Instructor/ Administrator	10-30%	10%	0-10%	0-5%	5-20%	0-10%	0-10%	10-30%	10-60%
Administrator	None	None	None	None	5-15%	0-10%	0-10%	10-30%	60-80%

Characteristics of the System

The model for a comprehensive faculty evaluation system at Jackson State Community College is presented in Figure A. This diagram shows nine areas to be evaluated (course/instructor, syllabus, materials development, etc.). Eight of the nine may apply to instructors who do not have administrative duties. The sources of evaluation information are shown above each evaluation area, for example, student ratings will be applied to course evaluations, but not to other areas. A final component of the figure specifies the weight that may be assigned to the respective areas. Four areas – course/instructor, syllabus, college service, and faculty development – have minimum weights required of an instructor. Their minimum cumulative weighting is 55 percent, leaving up to 45 percent of the individual assignment and evaluation to be negotiated. The model further consists of selected principles of evaluation and management. In particular, it is

comprehensive, in use of self, students, peers, and supervisor as sources of evaluation;

performance-based, in that local normative data are integrated with a proven nationally-used instrument for student evaluation of course/instructor while maintaining instrument reliability and validity;

individually oriented, rather than group-oriented, in that individual and supervisor, by agreement, determine the degree of emphasis the individual will give to each area of evaluation;

management-by-objectives in concept, with objectives, time frame for accomplishment of objectives, and the process for evaluation clearly defined;

flexible, in its applicability for evaluation of both instructors and administrators;

criterion-referenced, in its use of predetermined criteria to establish levels of performance;

improvement-oriented, in that faculty development is incorporated as an integral component of the system;

systematic, in method for integrating area evaluations to bring about a composite evaluation result; and

developmental, through use of a faculty evaluation committee to annually evaluate the system and recommend changes to improve the system's effectiveness.

Faculty Development as an Integral Component

Because of debate regarding the relationship of faculty evaluation and faculty development and the strong position taken by Jackson State in addressing this question, this topic is introduced as part of this case summary. Jackson State supports the position that faculty development should be a part of faculty evaluation for both formative and summative purposes. Basically, the relationship of faculty development to summative and formative evaluations may be explained as follows:

Faculty Development and Summative Evaluation. Individual faculty development activities and other areas are evaluated for merit factor in personnel decisions regarding promotion, tenure, and salary.

Faculty Development and Formative Evaluation. Individual faculty development activities are undertaken for professional growth and improvement of performance.

Problems in Development and Implementation

Problems encountered during the period of system development and the first six months of implementation can be categorized as *political, developmental,* and *communicational.*

Political. Political, as defined here, refers to the self-interest and concerns of individuals and special groups engaged in the process of changing to an almost totally new evaluation system. In this context, political problems were minimal. The expected concerns of individuals and small groups relative to the impact of a system did manifest themselves; however, concerns were expressions primarily of need for understanding rather than expressions of opposition.

Five factors minimized faculty opposition to the development of this comparatively complex approach to faculty evaluation:

1. The faculty, almost to a person, desired to move away from existing evaluation policies and procedures that were considered inadequate and inappropriate.
2. The faculty were involved in discussions of the content and meaning of a comprehensive faculty evaluation system.
3. Faculty support was gained in the early stages of development.
4. The college was committed to vigorous support of faculty development activities.
5. State Board policy required the use of merit promotion, tenure, and salary decisions.

The statement that concerns of a political nature were minimal should be qualified by the fact that some faculty expressed in varying degrees their opposition to any type of evaluation. These concerns, however, were not taken to the point of non-participation or disruption.

Developmental. The college was unable to locate, either through research or by knowledge of evaluation programs at other colleges, a model of a functional, comprehensive system or an individual who had developed such a system. The literature includes numerous recommendations for a comprehensive approach but few usable references beyond the scope of student ratings. For example, criteria for evaluation of syllabi were scarce and criteria for evaluation of such areas as community service and faculty development were nonexistent. Nor were examples of forms for paper flow available.

With the exception of evaluation of course/instructor, the college developed from its own leadership resources the criteria, performance levels, and forms necessary to complete its evaluation system. As mentioned earlier, the SREB project consultants were instrumental in providing the system of student evaluation, integrating student ratings into an approach for summative and formative evaluation purposes, and helping us develop a systematic method for achieving a final composite evaluation result. One other individual from outside the college produced an excellent document on purposes and development of a syllabus. This document was a direct reaction to the paucity of material available in this basic area and the college's need for resource material on this topic.

Communicational. The newness of a comprehensive approach to faculty evaluation with its attendant subparts automatically underscored the need to communicate often and effectively with faculty. This was compounded by the time required for necessary administrative and teaching duties of the dean of academic affairs, the college faculty evaluation committee, and, indeed, the total faculty; and by the fact that so much of the system development involved exploration in new areas.

Communication, in general, has been effective. However, as one can recognize, the process of implementation brought forth new concerns and questions of procedure that required response, even to the point of frequent repetition.

Mary Washington College
Fredericksburg, Virginia

Mary Washington College is a state-supported, four-year, liberal arts institution, enrolling 2,300 students and employing a faculty of 135 members.

When the SREB Faculty Evaluation Project began in January, 1978, Mary Washington College was already in the throes of developing an annual performance evaluation plan for implementation in the spring of 1978. In fact, the Instruction and Academic Affairs Committee (IAA) of the college, in response to a mandate from the college's Board of Visitors, had presented a plan to the college's faculty which had met with considerable resistance and had been returned to the committee for further consideration. It was at this nadir that we entered into the SREB project.

During the next eight months, the IAA Committee (three of whose members along with the Dean of the College comprised the SREB team) put into practice the lessons learned at the first SREB workshop in Atlanta. Faculty members were given an opportunity to express their opinions and concerns at open meetings dealing with the subject of evaluation and were asked to help establish the criteria for evaluation through a questionnaire. An SREB consultant visited the campus and provided immeasurable assistance by helping us develop the questionnaire, by giving advice on what was to become our student rating form, and by alleviating faculty apprehension through his presentation at one of the open faculty meetings.

The document which emerged after this period of activity was accepted by the college's faculty, its president, and its Board of Visitors in the fall of 1978 without resistance or revision.

The Faculty Annual Performance Evaluation system consists of two parts: (1) a set of criteria upon which a faculty member's performance is judged; and (2) a mechanism for gathering necessary information and doing the evaluation. In part (1), a faculty member's activities are listed under three categories: instruction, service, and professional activity. Each category is subdivided into several factors that serve to define the category. Finally, the specific performance criteria are listed under each factor. In part (2), there are

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Participants from Mary Washington College included team members James Croushore, Dean of the College; Roy Gratz, Assistant Professor of Chemistry; Bruce MacEwen, Associate Professor of Psychology; and Barbara Meyer, Associate Professor of Art.

two primary sources of information for the evaluation. Each individual completes an information sheet and self-evaluation in which he provides course syllabi, lists of service and professional activities, etc. The second source of data, the student questionnaire, is designed to measure the students' perceptions of classroom activity and faculty/student relations. The actual evaluation is done by department chairmen using a standard form on which brief statements are written about the faculty member's performance under each of the major criteria.

The rationale for this approach to evaluation takes into consideration the fact that Mary Washington College is a small, liberal arts school where teaching is emphasized and the fact that its faculty is somewhat suspicious of completely numerical systems of evaluation. For example, it was with some reluctance that the quantitative student rating form was accepted; acceptance was facilitated by the inclusion of space for written comments by the students. The student questionnaires and the self-evaluation were made the major sources of evidence in our system because we felt that these could provide the most useful information. Peer evaluation was de-emphasized because we did not wish to recommend the necessarily elaborate mechanism for observation which would be required for peers to make valid judgments on teaching effectiveness. The final evaluations by department chairmen are given in narrative form because we felt that the faculty would not have supported numerical ratings.

The process of developing a faculty evaluation procedure at Mary Washington College can be divided into three phases: the pre-SREB project period in the fall of 1977, during which the IAA Committee produced its first proposal; the initial eight months of the project, during which the activities mentioned earlier were carried out and the revised procedure was prepared and accepted; and the post-acceptance period, during which we have become more interested in faculty development. The critical event in the first phase was a faculty meeting at which strong resistance to evaluation was encountered. There were many critical events in the second phase; the Atlanta workshop and the initial consultant's visit were probably the most important. No one or two events in the third phase have been as critical as those of the first two phases; the workshops and a visit to the campus by another consultant were quite helpful, but much less decisive than the earlier events

In the IAA Committee's first report, it was stated that "annual performance evaluations . . . should have a dual purpose: (1) to improve the quality of instruction by assisting in the self-development of each faculty member; and (2) to aid the administration in making [personnel decisions]." Thus, from the beginning, performance evaluation has been linked with faculty development. However, concerns over how to define performance criteria, where and how to collect data, and how to weigh and interpret the data after it has been collected took precedence over development in the preparation of the revised procedure for evaluation. In more recent months, our attention has returned to development spurred on by the second consultant and the final SREB workshop.

In summary, Mary Washington College's participation in the SREB project has enabled us to produce a much better procedure for annual performance evaluations than we would have been likely to do on our own, and it has encouraged further thought about faculty development. We are grateful for SREB's encouragement and support and for the opportunity to individually and collectively participate in this project.

Mississippi College
Clinton, Mississippi

A four-year liberal arts college which also offers advanced programs in selected fields, including law, Mississippi College is operated by the Mississippi Baptist Convention. The total faculty numbers 160 members, and the college enrolls approximately 3,000 students.

When the president of Mississippi College appointed a four-member team to participate as a steering committee with the SREB project, the evaluation procedures for faculty at Mississippi College were not well understood by many faculty members nor did they lend themselves to active faculty participation in

Team members from Mississippi College were Bettye Coward, Assistant Professor of Home Economics; Wendell Deer, Chairman, Department of Mathematics; Charles Davis, Assistant Professor of Religion; and W. B. Thompson, Dean, School of Education.

the evaluation process. The purpose of the steering committee was to develop a framework for faculty evaluation which would be acceptable to a majority of the faculty.

After the steering committee (project team) attended the first SREB workshop and had established some broad goals for a system of evaluation, an advisory committee was elected to serve with the steering committee to maximize faculty input in the actual development of a comprehensive, broad system of evaluation. Through review of literature, information obtained from SREB workshops, the use of consultants, and the interaction of committee members at committee meetings, the direction for a formalized system of evaluation centered upon improving student learning, with initial attempts being directed toward faculty development. As the system is used for development of faculty, plans will be made for utilizing appropriate data for evaluation purposes. This approach is less threatening to faculty and provides a positive base for initiating a new system.

Both the steering and advisory committees have continued to function throughout the period of the SREB project, working consistently upon the development of a proposed system of development and evaluation to present to the Mississippi College faculty. In the fall of 1978, a campus-wide faculty workshop was planned to provide an overview of the components of a comprehensive system of faculty development and evaluation. A keynote address by the workshop consultant provided a receptive atmosphere for discussing the development of a comprehensive system at Mississippi College. A faculty-produced videotape highlighted the components of a system of development and evaluation and had the added benefit of involving many faculty in a cooperative venture in which the various components were analyzed and presented. Sessions were planned for faculty responses to faculty evaluation, and comments were recorded for use by committees in further development of a system.

A series of newsletters containing pertinent development and evaluation information was prepared and sent to faculty following the workshop. A faculty forum on development and evaluation was conducted by the steering committee later in the semester.

During the break between fall and spring semesters, the committees finalized a formal document which housed the proposed system of development and evaluation at the college. It was studied further in committee and submitted to administrative officials for their critique. After some revisions were made, the proposal was submitted to faculty members by their representative on the advisory committee and was discussed by the individual schools. It was then brought before the entire faculty for discussion and clarification. Following a week of thought, the faculty met again to formally adopt or reject the proposed plan. A portion of the new plan, which received strong faculty endorsement, follows. In this program, the term *development* is used when referring to evaluation for improving and developing faculty potential; the term *evaluation* is used when referring to evaluation for personnel decisions.

Goals of the System

The goals of a comprehensive system of faculty development and evaluation at Mississippi College have been established and are identified below:

1. To identify faculty role responsibilities in accordance with each faculty member's particular strengths, weaknesses, and interests in relation to defined institutional roles.
2. To provide incentive for raising faculty performance levels.
3. To provide an equitable method of assessing individual faculty performance within the various schools for making personnel decisions.
4. To develop a program which can be analyzed and changed as needs arise.
5. To provide a faculty evaluation system which will function as a part of a comprehensive evaluation program involving administration and support services of the institution.

Criteria and Data Sources

A comprehensive system of development and evaluation will include specific, identifiable criteria, attainment of which can be evidenced in some way. The steering and advisory committees have established a brief summary statement to clarify each criterion, along with suggested data sources for each.

In order to establish the relative importance of each criterion as a part of faculty functioning at Mississippi College, the faculty at large was asked to establish minimum points which faculty should assign to each criterion. Based on a possible 100 points, 30 points were designated as floating ones to be assigned to any one or more of the criteria which a faculty member and his immediate supervisor negotiated as being an important part of that faculty member's responsibilities. This aspect of the development and evaluation system will make it possible to individualize the plan for each faculty member, thereby recognizing unique roles fulfilled by each.

Summarized on Table 2 are the criteria, a brief description of the activities within each, minimum number of points faculty have designated for each, and suggested data sources.

Procedures

1. The faculty member and his immediate supervisor (department chairman or dean) will confer to establish the faculty member's responsibilities for the year. This procedure will involve establishing points to criteria as may be appropriate for each individual faculty member. Data sources for each criterion should be agreed upon at this point. In the event of unresolved conflict regarding faculty responsibilities, the next immediate supervisor will be brought into the negotiation process.
2. Data will be collected from appropriate data sources for each criterion via instruments designed for each source.
3. Results from the instruments will be returned to the individual faculty member for study and summarizing.
4. The faculty member will use the information he receives from the data sources about his performance to:

   A) Consult again with his immediate supervisor (department chairman or dean) to make plans for improvement and development. This dimension of the system will constitute the purpose of the system initially: to use data for development of faculty.

   B) Present a written summary or critique of his performance to be passed along to appropriate administrative officials for making personnel decisions about the faculty member. This dimension of the system constitutes the *evaluative* purpose, details of which will be worked out after the system has functioned for the development purpose.

   Eventually, the comprehensive system should operate to fulfill the two basic purposes of development and evaluation.

Trial implementation of the proposed plan will begin in the 1979-80 academic year. A new committee has been elected by the faculty, representing each school or area of the college. Two members of the steering committee will serve on the new committee as long as needed to provide continuity, as work toward implementation of the plan is begun.

TABLE 2.
Criteria and Suggested Data Sources for a Comprehensive System of Faculty Development and Evaluation at Mississippi College

Criteria	Brief Description of Activities	Minimum Number of Points	Suggested Data Sources
Teaching	Activities directed toward student learning which include classroom and experiential instruction.	55	Student rating; supervisor rating; self rating; peer rating.
Committee Work	Work on general and special committees at MC/or school or division to which faculty member is assigned; work includes attendance at meetings, contributions to committee work, and efforts to expedite work of committee.	5	Supervisor rating; committee chairman rating; self listing of committee activities; other committee members' rating.
Professional Activities	Those activities directly related to the contribution a faculty member makes to his profession. Activities would include membership in professional association(s); leadership/participation in association(s); presentation of papers (other than research) at meetings; recitals; art exhibits; and coordinator/consultant activities in carrying out professional association goals.	–	Membership card; faculty member's name on program; self-listing of activities; supervisor rating.
Public Service	Service performed without charge, promoting program, activities of federal, state, or local governments; or program activities or services of non-profit organizations or designed to serve the general public.	–	Self report of activities; supervisor rating.
Recruiting	Activities related to attracting and maintaining students at MC including personal attention and interaction with students enrolled on campus; personal attention to visiting students; follow-up contact with prospective students, attending alumni meetings; and helping to sponsor workshops, tournaments, etc. designed to bring potential students to the campus.	–	Self report activities/time spent; supervisor rating; Director of Admissions rating.
Research	Investigation or experimentation which results in either the discovery of new facts and their correct interpretation, or the revision of accepted conclusions in light of newly discovered facts, or the practical application of such new or revised conclusions. Specific activities include publications, presentation of research at professional meetings, grants, speaking or consulting invitations, or unpublished research.	–	Self evaluation adequately documented; testimony of outside readers; citation of research in other works; peer review; supervisor rating.
Student Counseling and Advising	Activities include assisting the students in career choices and selecting courses that will be most beneficial to them in their vocation as well as their avocation, analyzing their needs and determining that they are following the prescribed course of study, advising with students on their personal problems and helping them derive the greatest benefit from their college careers.	5	Student report; self report of time spent and activities performed; supervisor rating; rating of Coordinator of Freshman Advising, when appropriate.
Teaching Improvement Activities	Activities directed toward improving one's skills as a teacher including increased knowledge in one's own teaching responsibility, general understanding of the process of higher education, and methods appropriate to teaching responsibilities. Such activities include sabbatical studies, seminars, special courses, workshops, preparation of syllabi, work on curriculum, evaluative activities, special projects, surveys, etc.	5	Personal records of faculty members; school or department records; student and peer rating; supervisor rating.
Floating Points	To be assigned to any one or more of the above categories as determined by a faculty member and his immediate supervisor.	30	
	TOTAL POINTS	100	

University of Arkansas at Pine Bluff

One of five campuses of the University System, the University of Arkansas at Pine Bluff (UAPB) supports a full-time faculty of 166 and enrolls some 3,200 students.

For a number of years prior to UAPB's involvement in the SREB Faculty Evaluation Project, faculty evaluation was often inconsistently implemented. The instruments and the utilization of their results differed among the academic units within the university. In response to a need for improving faculty evaluation at UAPB, an *ad hoc* committee on evaluation was appointed by the chancellor of the university in November 1976. Specifically, the committee's task was to study and make recommendations that would lead to the development of a more adequate and defensible evaluation program at UAPB.

During the time the *ad hoc* committee operated, it reviewed the evaluation program at UAPB and programs at similar institutions, developed a philosophical position relative to evaluation at UAPB, designed evaluation tools, made preliminary presentations to the faculty, and solicited campus-wide input into the development of the evaluation instruments. Although much progress was made during this stage of development, our efforts were directed primarily toward the development of objective instruments for evaluation.

As UAPB became a part of the SREB evaluation project early in 1978, the need for a structured systematic approach to faculty evaluation became apparent. Through our participation in the SREB project "A Model of a Program for Faculty/Chairperson Evaluation at UAPB" has been developed. This model represents a systematic program for faculty/chairperson evaluation based upon the mission of the university as well as the varied responsibilities of faculty and chairpersons at UAPB. Currently the evaluation committee is seeking faculty and chairperson input into the model in preparation for the implementation of a pilot program during the 1979-80 academic year.

Pursuant to systemwide policy stating that all pay increases for the University of Arkansas System would be based on the merit principle and a philosophical position that professional growth and development should be the major thrust of faculty/chairperson evaluation, the program for evaluation at UAPB was structured around a task analysis model which characterizes faculty and chairperson activity in eight major areas.

The eight defined areas of faculty activity are instruction, research, professional growth and development, university service, student advising, administration and management, department service, and publications. The eight defined areas of chairperson activity are instruction, scholarly activity, professional growth and development, university service, student advising, departmental management, administrative methods and procedures, and departmental image. The defined areas of faculty/chairperson activity are consistent with the mission of UAPB and expected components of professional performance at UAPB.

A weighting scheme for the defined areas of activity was developed to allow for variances in job responsibilities as well as individual talents and potentials. Although the system is flexible in allowing individual selection of areas of activity, certain areas of evaluation are required for all faculty and all chairpersons. The required areas for faculty are professional growth and development, instruction, university service, and department service; the required areas for chairpersons are professional growth and development, university service, departmental management, administrative methods and procedures, and departmental image.

Associated with each activity are suggested sources of information, a weighting scheme, and criteria for evaluation. This model assumes that before faculty performance can be intelligently discussed and improvements made, agreement must be reached concerning the activities upon which a performance is to be evaluated, the relative importance of the activities, the criteria under which performance in an activity is to be evaluated, and the individuals who can give relevant information regarding the skills and involvement of the person being evaluated. Basic to the model developed at UAPB is a summary evaluation sheet designed to allow faculty and chairpersons, along with their supervisors, input into the areas in which faculty will be evaluated.

The University of Arkansas at Pine Bluff team was made up of members from a larger *ad hoc* committee. Members included Leon Hardy, Associate Professor of Mathematics and Physics; Bobbie Irvins, Director, Human Development and Educational Services; Jacquelyn McCray, Assistant Professor of Home Economics; and S. J. Parker, Dean of Agriculture and Technology.

The individuals being evaluated and their supervisors agree upon responsibilities and/or work assignments and the associated criteria for evaluation. Evaluation then should be consistent with these mutual agreements. Such a procedure directs attention to performance in the actual areas of faculty/chairperson activity, with particular summary information used to identify areas needing improvement. At this point supervisors and the person being evaluated decide upon appropriate activities which can strengthen areas of identified weakness.

When complete information is forthcoming relative to this model, and the weighting and rating sheets are properly used, each faculty member and chairperson will have associated with him/her a "measure of effectiveness" score. This score will reflect some subjective input, but it should suggest the overall effectiveness of the faculty member or chairperson being evaluated. While the model does not entirely eliminate subjectivity and specifically leaves the responsibility for evaluation with the supervisor of the person being evaluated, these limitations could not be avoided under the administrative structure of our institution. However, these problems were somewhat neutralized by one aspect of the model: The program provides for discussion and review between evaluator and the person being evaluated.

Although the committee expects to implement the model on a pilot basis during the next academic year, this is considerably later than was originally anticipated. The committee encountered several problems that made its task more challenging. First, the committee decided to include chairperson evaluation in the evaluation model. Second, no release time was granted to team members for work on faculty evaluation. Third, the team functioned as an *ad hoc* committee without administrative authority. Finally, the team encountered strong preconceived bias and misconceptions regarding the model.

The responsibility for implementing the faculty/chairperson evaluation program at UAPB will reside in the office of the Vice Chancellor for Academic Affairs. During the implementation of the pilot program it is anticipated that two persons from the evaluation committee will be given the responsibility for implementing and monitoring the pilot program and for handling general program review.

Virginia Commonwealth University
Richmond, Virginia

Virginia Commonwealth University is a state-supported, comprehensive university, with an academic campus and a medical campus (Medical College of Virginia). The academic campus, which participated in the project, enrolls over 15,000 students and involves 665 faculty in its instructional programs.

The participation of Virginia Commonwealth University (VCU) in the SREB project on evaluation has been unique. In the summer of 1976, the vice president for academic affairs appointed a task force to study the problems of evaluation at VCU. A chairman was appointed and a grant from the Lilly Foundation was secured to support the work. With the grant money, a staff person was hired; the rest of the task force was made up of administrators and faculty representing all of the schools on the academic campus. In the fall of 1977, three members of the task force – the staff person, the dean of the school of education, and an associate professor of English – formed a team and submitted a proposal for participation in the SREB project. The idea was that these three members of the VCU task force would use the SREB experience as an opportunity to investigate areas the task force would not have time to take up, to listen to the concerns of other colleges to determine what they had that would help VCU, and finally to share with others the results of VCU's work. Once accepted into the SREB project, the three persons worked as both a team in the regional project and as members of the VCU task force.

No attempt was made to separate those roles, except when attending SREB meetings. In fact, team members rarely identified themselves outside of the task force as members of a special unit. Each of the three took on special jobs that fit within their combined roles as members of both team and task force. The staff representative became the point man for the technology of evaluation at the university. It was his job to research proposals for change, design the new student instrument, and conduct experimentation on the

Project team members from Virginia Commonwealth University were Robert Armour, Associate Professor of English; James Potter, Center for Improvement of Teaching Effectiveness; and Charles Ruch, Dean of Education.

proposals. The dean of the School of Education took on as his tasks two essential jobs: first, he became the person responsible for discussing with the other deans the ideas that filtered out of the task force, and second, he tried to bring his own school to the point of accepting some of the new ideas. The associate professor of English became the chief spokesman for the new ideas in the School of Arts and Sciences – perhaps the most difficult of all the schools to deal with because it is the largest and because many of its faculty have little understanding and considerable distrust of evaluative matters. The members of the SREB team rarely met as a team while on campus, but did talk rather often with each other and supported each other's efforts to get ideas discussed and adopted. For example, when the dean scheduled a major discussion of the new student rating instrument with the faculty of the School of Education, he asked the other two members of the team to address the meeting briefly and field questions (and can on fire) from the faculty.

When the task force began its work, its general goals were to create a better climate for evaluation at VCU, to develop an overall plan for evaluating faculty, and, if necessary, to develop a new student rating instrument. Within this construct, the SREB team had three specific goals it believed would reinforce the task force's efforts:

1. **To determine whether there is a connection between evaluation and the development of teaching.** Working on the assumption that faculty go along with evaluation in part because they believe that it may help them become better teachers, an effort was made to determine the extent to which this was true at VCU. It was discovered that the major connection between evaluation and development is reflected in the work of the Center for Improvement of Teaching Effectiveness (CITE), where faculty can, if they choose, take their printouts for interpretation and prescription. There are some chairmen who are especially adept at helping faculty read the printouts. Aside from these efforts, however, the connection between evaluation and development seems not to have been fully explored. In the final analysis, the new student rating form does not pretend to do anything but provide summative data. While this is honest, there is still a reason to feel that some concerted efforts on the part of the university might be productive.

2. **To determine whether it is possible to measure student learning as a measure of teaching effectiveness.** Teachers for years have said that the true measure of good teaching is the extent of student learning; but in studying the literature and through discussions and research, no sensible means of accomplishing this measurement were discovered. One local experiment, however, is still in progress.

3. **To determine whether there are specific areas of teaching that cannot be evaluated in the same way as most courses.** In other words, to determine if the campus-wide instruments fit all courses. It has been determined that some courses and some teaching styles do need different forms. Freshman composition, of the sort taught in all introductory English programs, for example, calls for different measures. It might be noted here that research has established that the evaluation of the teaching of art calls for a set of assumptions entirely different from those basic to the evaluation of most academic subjects. The attitude of the team now is that once the campus-wide form is in place, specific areas should be encouraged to develop variations of it or new instruments that will more accurately measure special teaching situations. Continuing education, workshops, studio, practicum, and composition courses might be affected.

At this point, the work of the task force is beginning to have results: there has been general agreement across the campus on the goals of evaluation, each school has a committee to deal with evaluation, four of six schools have adopted the new student instrument, and a comprehensive plan for evaluation is now being discussed in the schools.

The comprehensive plan that has been developed sets out the rationale behind the thinking of the task force, but it is possibly profitable to list some of the assumptions that underlie the work of the task force up to this point:

1. That evaluation of teaching is a complex chore, too difficult and too important to be left to any one person or any one method. Therefore, evaluation at VCU must not rely only on the student rating of faculty or only on the subjective perspectives of the chairmen. A combination of methods must be used.
2. That a campus-wide form would be most useful for decision makers.
3. That the autonomy of the schools to decide on the methods and forms that best suit them must be preserved. To accommodate both 2 and 3 the task force decided to create a method and an instrument that could be used campus-wide and then to ask each dean and each school to decide what will be used in each school.

4. That students are not able to discriminate well when evaluating teaching and, therefore, should not be asked to make fine distinctions among faculty. A simple form with a few good questions would be better than a complicated form.
5. That both teachers and students like open-ended questions.
6. That whatever the student instrument used, it should be tested for reliability and validity; the form should evolve from research.
7. That no form should become a permanent form; whatever is adopted should undergo continual review.
8. That student rating of teaching is not easily reduced to statistics, therefore, the data on the printout should not suggest a simplistic reading.

It probably should be pointed out that the process of creating an evaluative system for VCU has been evolutionary. Few of these assumptions were articulated early in the process; most of them evolved as the members of the task force learned more about evaluation and about the processes for bringing change to an institution of higher education.

The critical steps in arriving at the point at which VCU finds itself in mid-March, 1979, can be listed:

1. In early meetings of the task force, it was quickly learned that putting together a new system would be difficult. Let it be recorded that, at that time, several members of the task force thought that the entire process would consist of simply creating a better student "evaluation" tool and going home. They quickly came to believe in the more complex structure that was beginning to evolve.
2. A survey of the faculty, students, and administration revealed that the most serious problems were with the old student rating instrument.
3. Research by a task force staff person was necessary in various aspects of the process. This material was often distributed in a white paper or during lengthy meetings.
4. The formation of the SREB team to operate as part of the task force probably did more for the three members of the team than for the group as a whole since it gave them a chance to hone their own skills.
5. The visit to the campus of a consultant, under the auspices of SREB, stimulated much discussion and added to the conviction that the VCU program was well planned. The consultant was most useful in helping the English department identify some problems with the evaluation of freshman composition.
6. Experimentation, during the spring of 1978, with questions that might become part of a new student instrument was valuable. Many different questions and formats were tried, and countless student and faculty were interviewed to try to determine their reactions to the innovations. By the fall of 1978, a new form had been settled on and was used in two schools – Social Work and Arts and Sciences. By the spring of 1979, additional schools had adopted the new instrument. The promise has been made by the task force that experimentation with this form will continue and that suggestions for change will be tested. If they test out to be better than what is being used, they will be adopted. Perhaps this would be a good time to point out that presently there is no indication that there will be a successor to the task force which would carry out this promise.
7. The comprehensive plan was created. This plan is an attempt to put the student instrument in the perspective of the total evaluation system. No one component of the plan is dominant, and all parts of it come together to present a composite picture of the teacher, the researcher, and the member of the community. This plan is intended to be a guide to discussion and, at this time, it has the general endorsement of the vice president and deans and is being discussed by the faculty in the various schools.

Finally, the SREB team offers to the task force and to the vice president several questions for more general discussion. These are concerns that have been of interest in discussions at the SREB meetings and

which remain to be resolved by the university. It is hoped that some mechanism will be established so that these issues will be discussed on campus. The questions:

1. How does the university institutionalize top-down strategy?
2. How much time should faculty and administrators devote to evaluation?
3. How does one overcome the negative impacts of evaluation on teaching?
4. Would it be valuable, efficient, or essential to try to develop student instruments for special areas of teaching? The team suggests that it would be, and that those areas be encouraged to try.
5. Can the relationship between evaluation and development be improved?
6. Can training be offered to those who must use and make evaluations? The team suggests that this can and should be done.
7. Has the task been finished? Is there a need for an ongoing committee or group? If the answer to any of the questions 1-6 is not clear, then it seems that the answer to 7 is that there is a need to continue.

In retrospect, the model of the SREB team working as a component of the task force seems to be a successful one. This project-within-a-project has given the three members opportunities for personal development and thought that would not have been possible under the ordinary committee atmosphere and conditions.

It has been the task force that has been the agent of change in evaluation on this campus, but the SREB project made it possible for the team members to become more useful participants in the work of the task force. The results of the task force's work, as outlined in this report, would have been achieved without the connection with SREB, but it is clear that the team members made a more thoughtful contribution to those results because of the opportunities for reflection and study outside the highly pressurized situation on campus. It is also clear that the team members' individual work in their special areas has been enhanced by the SREB experience. The project-within-a-project has helped to energize the task force, even though its presence was not always highly visible. The School of Education has already adopted this as a model for instituting change, and the team recommends that both SREB and the university recognize the usefulness of the model in other contexts.

Part III

Report of the Project Evaluation

By Jon F. Wergin, Albert B. Smith, and George E. Rolle

This section is a summative evaluation of the SREB Faculty Evaluation Project, as prepared by the project's three-member evaluation team. It is presented in three parts: 1) a brief description of the overall design and data collection procedures; 2) a summary of the evaluation findings; and 3) conclusions reached about the success of faculty evaluation strategies in general, and project impacts in particular.

Evaluation Design

Early in the project (August, 1977), the evaluation team completed a comprehensive design for formative and summative evaluation of the project. As a result of lengthy team deliberations and extensive discussion with SREB staff, a list of ten major criterion areas emerged. Taken together, these evaluation questions provided a focus for the project assessment reported here. The criterion areas are couched in terms of the following questions.

1. Has progress been made toward an improved faculty evaluation system? What have been the chief positive and negative influences?
2. To what extent have project goals been achieved? How have expectations changed? What have been the major surprises?
3. Who has been involved in the project? What has been the nature of their involvement?
4. How useful is the "team approach" in this kind of endeavor? How are team members viewed on campus?
5. How has SREB helped or hindered progress? Where would the institution be *without* participation in the project?
6. Are there any project "spinoffs" on campus (e.g., faculty development activities, contacts with other schools, increased campus visibility)?
7. What is the campus "mood" with regard to faculty evaluation? By what factions are these feelings held? What accounts for them?
8. What is the likelihood of permanent changes in faculty evaluation procedures? What has to happen to insure such changes?
9. What has been learned about faculty evaluation? Its relationship to faculty development? To student learning?
10. Have FIPSE's and SREB's investments been worthwhile overall?

To answer these questions, the evaluators monitored and assessed every activity – including conferences, workshops, and consultations – either through direct observation or structured participant feedback, or both. Further, the evaluators kept abreast of the progress of every institution through review of portfolios maintained on each school, interviews with team leaders, SREB staff reports, and actual site visits to 15 of the 30 institutions.

Findings

Evaluation findings are reported here in five areas: a) progress and goal achievement; b) prospects for permanent impact of new or revised faculty evaluation procedures on campus; c) major factors responsible for progress (or lack thereof); d) the role and influence of SREB; and e) lessons learned by the 30 colleges as a function of project participation. These five areas represent a distillation of the ten major criterion categories.

Progress and Goal Achievement

The 30 participating institutions developed a wide variety of goals, dependent in large measure upon the status of their own faculty evaluation program at the beginning of the project. In general, institutional goals for faculty evaluation fell into three categories. Fifteen institutions had the ambitious goal of developing a new comprehensive faculty evaluation system from scratch. Nine others, who had already adopted systematic procedures in some form, planned to modify or "fine tune" their current system. Finally, six colleges aimed to review and assess the *status quo*, increase communication about faculty evaluation within the campus community, and develop more consistent policies and procedures. Of the 15 institutions attempting to develop comprehensive systems, progress has been variable. Five have accomplished their goals in full, i.e., a new system has been developed, field-tested, approved, and readied for full implementation. Four have developed a new system that is currently being pilot-tested; four have developed parts of a system (such as a new student rating form); and two have not progressed far beyond preliminary data collection, such as faculty surveys and interviews.

Of the nine institutions aiming to "fine tune" their current procedures, significant progress has been made in all but one, although along somewhat different lines. In several of these schools the main focus of attention has been the development of a revised student rating form; others have concentrated on tying their system more closely to faculty development; still others have used the time to study and pilot-test their procedures and gain greater faculty acceptance for the system. The one school in this group demonstrating a notable lack of progress has suffered from poor communication between faculty and the administration, resulting in suspicion about how the results are to be used.

In the six institutions focusing on review of policy, variable progress has been made. These tended to be the larger schools; only one is a community college, one is a master's-level institution, and all the rest are universities. Thus, the development of more consistent policies and adoption of more standardized campus-wide instruments is a more ambitious task than may appear at first. One of the universities conducted an exhaustive survey of faculty and administrators resulting in major policy changes; at another, a proposed plan for evaluation is currently being considered by the faculty and a new student rating instrument has been adopted by five of its six schools; at another institution, a new promotion and tenure statement has been proposed; and two schools (including the junior college) have developed new student rating forms. At the sixth institution, the project team has played a very low-key role by consulting with individual departments, with little observable impact.

In summary, then, with a few exceptions, the institutional teams have made significant progress toward accomplishing their original goals.

Prospects for Permanent Impact

Despite this impressive record of progress, a tougher question must be raised – How likely is it that the project teams' activities will result in *permanent changes* in faculty evaluation procedures? The evaluation team analyzed each of the 30 institutions, searched for evidence of permanence, and sorted them into three categories according to their prospects for permanent impact. The categories were defined as follows. *High probability* institutions were those in which new policies and procedures had been developed, pilot-tested, and implemented with the full (or nearly full) support of both faculty and key administrators. *Medium probability* institutions displayed significant progress to the pilot-test stage, and were able to provide evidence of administrative follow-through and continued work by the team. *Low probability* institutions either: a) were not able to put specific proposals together by the spring of 1979, or b) faced significant administrative or political barriers decreasing the likelihood of successful implementation.

According to these criteria, 10 institutions fell into the "high" group, 15 into the "medium" group, and five into the "low" group. Tables 3 and 4 show the relationship between probability of permanent impact and original team goals, as well as with type of institution.

TABLE 3.
Prospects for Permanence by Category of Team Goals

Team Goals	Prospects for Permanance High	Medium	Low	Total
Develop new system	7	5	3	15
"Fine tune" current system	3	5	1	9
Develop consistent policies	0	5	1	6
Total	10	15	5	30

TABLE 4.
Prospects for Permanence by Institutional Type

Institution Type	Prospects for Permanence High	Medium	Low	Total
Two-Year	5	3	1	9
Baccalaureate	2	4	0	6
Master's	3	3	4	10
Doctoral	0	5	0	5
Total	10	15	5	30

Major Factors Responsible for Progress

While sifting through the evidence of progress from the 30 institutions, the evaluation team looked for common themes that seemed to discriminate the most successful from the least successful projects. When finding a characteristic common to the "high probability" institutions, for example, "medium" or "low" institutions were examined for the lack of that characteristic. Seven such factors emerged from the analysis. Together they go a long way toward defining the elements necessary to insure successful development and implementation of faculty evaluation procedures, at least in these 30 colleges. The seven characteristics are listed and defined below, in roughly descending order of importance.

1. Active support and involvement of top-level administrators. The influence of this factor is remarkably pervasive and, in fact, far outdistances all others in importance. Project institutions at which the president or academic vice president early voiced their support, strongly communicated a sense of need for change, and actively participated in the development of the new system were, without exception, the institutions in the "high probability" group. Likewise, institutions characterized by a seemingly apathetic administration fell into the "low probability" group, again without exception. So pronounced was the apparent influence of this factor that even the *amount* of administrative support correlated almost perfectly with the degree of project success. Such support took many forms, ranging from strong presidential directives backed up by Board of Trustee resolutions, to the presence of "line" administrators as active and working members of the team. At one college, for example, the president took every opportunity at college-wide faculty meetings to indicate his full support of a new faculty evaluation system. At another institution, the academic dean worked behind the scenes obtaining three years of grant support so that his administrative staff and faculty could fully explore new procedures. The devastating consequences produced by the lack of top administrative involvement are exemplified by examining one of the "low probability" schools. Here, team members conscientiously carried out their plan with remarkable enthusiasm; they drew upon SREB resources, enlisted the aid of consultants, and kept the college faculty well informed of, and involved in, their activities. Their project has suffered, however, from only half-hearted administrative support, and thus the team has faced an almost insurmountable barrier. The importance of both strong and visible administrative support cannot be overstressed.

2. **Faculty involvement throughout the project.** This was another characteristic of all the "high probability" institutions; at each, the team was expanded, at least temporarily, to include wider representation of the faculty; open meetings or workshops were held periodically to keep faculty informed; and team members themselves undertook a major responsibility to keep their own constituents up to date. Finally, in all the "high probability" schools, feedback from faculty members was solicited and responded to, both on a formal and informal basis. While faculty involvement is no guarantee of success, it clearly appears to be a necessary condition. Indeed, several institutions, even some with solid-looking plans, were included in the "medium probability" group by the evaluators primarily because the level of faculty involvement had been insufficient to generate confidence that such plans would last.

3. **Faculty trust in administration.** This factor is suggested by a combination of factors one and two. Changes to faculty evaluation procedures were much more likely to be positively received by faculty when the administration was viewed as responsive to their interests. Such an attitude was enhanced when administrators took an active listening role; and faculty input was incorporated into evolving plans.

4. **Faculty dissatisfaction with *status quo*.** This factor, and the one following, may not be critical to project success on campus; but they certainly give institutions having such characteristics a useful push forward. Faculty dissatisfaction with previous evaluation procedures – due primarily to perceived invalidity or unfairness – helped ward off apathy and the usual organizational resistance to change. This factor proved most important in those institutions attempting to "fine-tune" an intact system; in contrast, the *lack* of this characteristic was often a barrier in those colleges attempting to develop something new.

5. **Historical acceptance of faculty evaluation.** One reason, perhaps, that the community colleges generally had an easier time establishing comprehensive evaluation procedures was that they usually did not have to deal with the "Why evaluate?" question. Expectations of future evaluation are clearly understood at the time of a faculty member's appointment. In a similar vein, community colleges, tending to be new institutions, have not built up rigid academic and faculty traditions to the extent of other institutions. An atmosphere of openness and trust in organizational change is thus easier to cultivate.

6. **Presence of an institutional statement covering the philosophy and uses of evaluation.** Many of the projects having serious problems were not operating under a clear sense of purpose for an evaluation system. At other places, the formulation of such a policy statement appeared to be an event critical to significant progress. At one institution, for example, clear progress was possible only when procedures for evaluation for improvement purposes (formative) were sharply separated from procedures covering promotion and tenure (summative). At another, the implementation of a proposed new formative system was delayed by pressures to use the system for summative purposes.

7. **Degree of centralized institutional decision making.** This point is self-explanatory. Consistent policies and procedures were considerably harder to develop in colleges characterized by decentralized decision-making authority (i.e., a concentration of power at the dean and department chairman levels).

For the purpose of this project, the above may be considered to be a list of "readiness factors." Colleges fortunate enough to have most or all of these factors stood to gain the most from SREB project involvement, and were able to use project resources to their best advantage.

Role of SREB

There is little doubt that SREB played a pivotal role in facilitating accomplishment of institutional objectives. The vast majority of individual project teams pointed to SREB as a helpful and critical agent.

In a sense, the most important SREB role was also the least substantive. That is, the mere fact of participation in a multi-institution project of this sort seemed to "spotlight" the importance of faculty evaluation

on campus, publicize it as an issue, and elevate it to a top-priority status. The existence of a two-year project punctuated by periodic conferences helped provide a structure, with goals, activities, and milestones. Resultant deadlines helped keep project teams on track. Perhaps most important, project participation allowed institutions to take the time to develop a rational structure for development and implementation; in several cases, in fact, participation forestalled hasty responses to external pressure from Boards of Trustees or system administrations.

SREB impact was not entirely symbolic, however. Two important components of the project – conferences and campus consultants – each had substantial effects. The primary value of the three project workshops was the opportunity they afforded campus teams to work intensively together with a minimum of distraction, drawing upon SREB resources as needed. The effect of consultant visits to project campuses was very positive. In a remarkable number of cases, consultant visits proved to be critical, even watershed, events and were almost universally praised by campus teams.

Lessons Learned

Statements made by campus team members in various reports during the project and during interviews with evaluators revealed that project participants have learned a great deal in the past two years of work, not only about the mechanics of faculty evaluation systems but also about the process of institutional change. Their comments have been clustered into six general theme areas.

1. By far the most frequent comment made by team members was how **time-consuming** the whole process turned out to be. The implication is that participants discovered how major projects such as these require not only a great deal of effort, but also considerable patience. Other comments were related to the importance of timing (i.e., fitting the strategy to the institutional climate), and the value of "caution." These statements all reinforce the emphasis SREB has given to rational planning, although perhaps the workshops could have directed more attention to the value of small but steady incremental progress.

2. Another class of team comments revolved around what **team members learned about their own faculties.** In many cases these dealt with certain myths about faculty attitudes that were later proven false. All of the following implicit hypotheses about faculty attitudes were later *disproved* on at least two campuses: a) faculty members prefer to evaluate one another (versus having the chairman evaluate them), b) faculty members are basically antagonistic to any form of evaluation; and c) faculty members are generally well aware of the system currently used at their institution. At the same time, other implicit hypotheses were later *supported,* such as the need for perceived personal impact as a prerequisite for faculty support, and a generally high faculty interest in (if not support of) student ratings of instruction.

3. Another set of lessons dealt with the **politics of organizational change.** Taken as a group, these statements help reinforce the need for working within the institution's political system: a) "one-to-one" communication with influential faculty members is critical to generating widespread support; b) faculty evaluation is easier with a genuine administrative commitment; c) faculty members must share a sense of need for change; d) seemingly simple alterations in instruments or documents may make a significant psychological difference to the individual being evaluated; e) while faculty tend to be more interested in and accept faculty evaluation after some experience with it, they are often reluctant to consider other viewpoints once they have invested their time; f) the status (both formal and informal) of team members is just as important as their representation of the campus community; g) faculty evaluation won't work if it is simply imposed from the top down – faculty involvement is critical.

4. Several statements referred to **connections between faculty evaluation and development, and connections to student learning.** Most common was a comment recognizing the importance of tying these concepts together, but expressing frustration that: a) faculty development programs are difficult to implement without outside funds; and b) relationships to student learning are extremely difficult to document and measure.

5. A fifth cluster of comments contained observations relating to **problems of instrumentation**, primarily that team members realized the limitations of quantitative measurement in some areas, and the difficulty of achieving a consensus on proper weights assigned to evaluative criteria.

6. The final cluster of statements – second in frequency only to those dealing with time demands – dealt with **implementation and management** of evaluation systems. Several teams noted with some surprise that implementation of procedures proved to be a more difficult task than the *design* of such procedures. Others noted the importance of the chairman's role in evaluation and the need for chairman training in this area, the need for continued attention to the distinction between "formative" and "summative" purposes for collecting evaluation data, and the need for frequent reassessment and evaluation of the new procedures.

Conclusions

Data gathered by the evaluation team have suggested a number of conclusions, relating not only to the success of the SREB Faculty Evaluation Project, but also to the probable success of similar efforts in other settings. Five such conclusions have emerged from the analysis.

1. In order for *any* faculty evaluation scheme to work, four major conditions must be present. These conditions were found in all 10 of the institutions having the highest probability of permanent project impact, and were generally lacking in the less successful institutions:

- Strong administrative support either from the institution's president or chief academic officer is absolutely necessary if a faculty, administration, or board hopes to make changes in this area. Where top-level administrative support exists, faculty evaluation enjoys a high priority, time is freed to deal with it, and there appears to be a greater congruence between actual and perceived faculty reward structures. In contrast, lack of administrative support is related to complaints about "lack of time" and faculty grumblings about "academic bureaucracies" and "administrators' hidden motives." This is probably the single most important factor in the entire development and implementation process.
- Full and extensive faculty involvement is essential. Faculty members must feel that the system is theirs and that they have had some part in its design. Such involvement may be achieved in a variety of ways – expansion of on-campus teams, frequent discussion in division or department meetings, open forums, and pilot tests of new systems with the total faculty participating.
- There must be a base of expertise that the faculty and administration can draw upon in developing or revising their system. This expertise can come from a variety of sources, both internal and external to the institution. External resources in the form of consultants play a key role; the most successful institutions were those at which team members were able to specify how a consultant could best complement their own strengths.
- Finally, a generally recognized need for change in the faculty evaluation system must exist on campus. In general, this meant the presence of an unpopular system at the beginning of the project. Faculty members must feel they have something to gain by change; at institutions where faculty members seemed apathetic or complacent, project teams generally had trouble getting started.

2. The kind of regional, interinstitutional approach used by SREB in this project warrants consideration as a model for dealing with other major issues in higher education. Twenty-six of 30 project teams demonstrated significant progress in 18 months' time, and 25 of these showed at least a moderate prognosis for permanent impact. A regionally coordinated effort, with its conferences, deadlines, and reports, provides invaluable outside stimuli to the institution, and helps to elevate the status of project activities on campus. This appeared to be true even of the participating institutions who would likely have made significant progress *without* SREB's help.

3. Another important conclusion inferred from the evaluation data is that no one faculty evaluation system is necessarily better than any other. There was a tremendous diversity of culture, tradition, and norms among the 30 project schools and, clearly, what worked at one institution would not necessarily have worked at another. Campus team members seemed sensitive to this fact, and there were few, if any, attempts to borrow whole systems from other institutions. Rather, the sharing which took place during the regional conferences tended to be a sharing of common problems and, occasionally, specific instruments. Successful systems were developed from within, not imported from somewhere else.

4. Most of the participating colleges appear to have made a direct and visible tie between faculty evaluation and faculty development. The ties took many forms – career development plans, new grant proposals for faculty development funds, plans for new or upgraded faculty development offices, and so forth. Many professionals in the field of faculty development and evaluation have taken the position that development and evaluation programs ought to be kept separate. Observations derived from the project schools, however, suggest that such a separation may not be necessary and may even hinder the successful revision of an institution's faculty evaluation program. Often the successful acceptance of a new or revised faculty evaluation system appeared to be enhanced by an administrative commitment to do more in faculty development.

5. Most project participants voiced an appreciation of the logical connection between faculty evaluation and student learning. But in only one institution was an attempt made (even on a small scale) to study the relationship empirically. The 30 participating colleges received very little assistance from SREB in attempting to make this connection. Not many colleges had reached the point of even considering student learning seriously as a means of measuring teaching effectiveness. Those few that had were unable to move further.

In summary, the SREB Faculty Evaluation Project has demonstrated that significant results are achievable with a regional, multi-institutional approach at a reasonably low cost, *if* four characteristics (administrative support, faculty involvement, base of expertise, and recognized need for change) are present in the individual institutions. Without these characteristics, prospects for success are low, no matter what a coordinating agent does; but if these characteristics are sufficiently strong, participation in a multi-institutional project like this one has a great deal to offer.

Appendix A

Institutions Participating in the SREB Faculty Evaluation Project, 1977-79

The name of an individual who may be contacted for further information appears after each listing.

Anderson College, Anderson, South Carolina
Brena B. Walker, Department of English

Auburn University, Auburn, Alabama
Gerald Johnson, Associate Dean of Arts and Sciences

Augusta College, Augusta, Georgia
Harold Moon, Associate Dean of Arts and Sciences

Austin College, Sherman, Texas
Dan Bedsole, Dean of the College

Austin Community College, Austin, Texas
Grace Olfs, Coordinator of Curriculum and Instruction

Barry College, Miami Shores, Florida
Sr. Marie Siena Chmara, Professor of Education

Birmingham-Southern College, Birmingham, Alabama
Diane Brown, Associate Professor of French

DeKalb Community College, Clarkston, Georgia
William Cheek, Assistant Dean for Academic Affairs

Delgado College, New Orleans, Louisiana
Alice Rusbar, Assistant to the President

Florida International University, Miami
Paul D. Gallagher, Assistant Vice President for Academic Affairs

Henderson State University, Arkadelphia, Arkansas
Louis Dawkins, Dean, School of Business

Hinds Junior College, Raymond, Mississippi
John Perritt, Instructional Development Officer

Jackson State Community College, Jackson, Tennessee
Robert A. Harrell, Dean of Academic Affairs

Kentucky State University, Frankfort
Thomas J. Vest, Assistant Vice President for Academic Affairs

Mary Washington College, Fredericksburg, Virginia
Roy F. Gratz, Assistant Professor of Chemistry

Mississippi College, Clinton
Wendell Deer, Chairman, Department of Mathematics

Mississippi State University, Starkville
George Verrall, Assistant Vice President for Academic Affairs

North Carolina A&T State University, Greensboro
G. F. Rankin, Vice Chancellor for Academic Affairs

North Lake College, Irving, Texas
Glen Bounds, Vice President of Instruction

North Texas State University, Denton
Howard Smith, Associate Vice President for Academic Affairs

Piedmont Technical College, Greenwood, South Carolina
Margaret Martin, Department of Psychology

St. Mary's Dominican College, New Orleans, Louisiana
Pamela Menke, Academic Dean

St. Petersburg Junior College, St. Petersburg, Florida
Carl Fraze, Director of Personnel

Shepherd College, Shepherdstown, West Virginia
Charles W. Carter, Assistant Professor of English

Spelman College, Atlanta, Georgia
Kathryn Brisbane, Academic Dean

Tuskegee Institute, Tuskegee, Alabama
William Lester, Assistant Provost

University of Arkansas at Little Rock
Harri Baker, Associate Vice Chancellor for Academic Affairs

University of Arkansas at Pine Bluff
Sellars Parker, Dean of Agriculture and Technology

University of Texas Health Science Center, San Antonio
Armand Guarino, Dean of the Graduate School

Virginia Commonwealth University, Richmond
Robert Armour, Associate Professor of English

Appendix B

Project Consultants and Resource Persons

An asterisk (*) indicates members of the SREB Task Force on Faculty Evaluation, the advisory body to the project.

Lawrence Aleamoni, University of Arizona

Raoul Arreola, Florida State University

John Bevan, College of Charleston

Laura Bornholdt, Lilly Endowment

Robert Bryan, University of Florida

Lance Buhl, Projects for Educational Development

*Martha Church, Hood College

Bruce Francis, State University of New York at Albany

Grace French-Lazovik, University of Pittsburgh

Anthony Grasha, University of Cincinnati

Ray Hawkins, Tarrant County Community College

*Joseph Hammock, University of Georgia

James Hammons, University of Arkansas

Harold Hodgkinson, American Management Association

Gordon Kingsley, William Jewell College

*Robert Knott, Gardner-Webb College

Bruce Larson, City University of New York

*Jan LeCroy, Dallas County Community College System

Ina Leonard, University of Alabama in Birmingham

Jack Lindquist, Memphis State University

Barbara Meyer, Mary Washington College

W. Edmund Moomaw, Birmingham-Southern College

John D. Moseley, Austin College

James Potter, Virginia Commonwealth University

Gresham Riley, University of Richmond

Lawrence Siegel, Louisiana State University

*Herman Spivey, University of Tennessee (emeritus)

Frank Stritter, University of North Carolina, Chapel Hill

*Andrew Torrence, Tuskegee Institute

*Jeaninne Webb, University of Florida

*Loren Williams, Medical College of Virginia

Carol Zion, Miami-Dade Community College

Project Staff

William R. O'Connell, Jr., Project Director, Undergraduate Education Reform and Faculty Evaluation

Steven H. Smartt, Associate Project Director, Faculty Evaluation

Project Evaluators

George E. Rolle, Director of Evaluation, Education Improvement Program, Southern Association of Colleges and Schools

Albert B. Smith, Associate Professor of Higher Education, University of Florida

Jon F. Wergin, Associate Professor, Educational Planning and Development, Medical College of Virginia, Virginia Commonwealth University

Appendix C

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